Examples of school projects

co2nnect
CO2 on the way to school

A global school campaign on transport and climate change
Five excellent examples of school projects

The internet-based tool “CO2nnect: CO2 on the way to school” was launched in spring 2009 as part of the EU Comenius Lifelong Learning network project “SUPPORT: Partnership and participation for a sustainable tomorrow.” SUPPORT is an international network with 31 partners in 15 countries and several additional members. The network project receives funding from EU’s Lifelong Learning Programme from 2007 to 2010.

The SUPPORT network wishes to improve the knowledge about and practice of education for sustainable development (ESD) and to support the UN goal of ESD, to integrate the principles, values and practices of sustainable development into all aspects of education and learning. As part of the SUPPORT project, it was therefore decided to develop an innovative ESD tool, available free of charge on the internet. This resulted in the CO2nnect website, www.co2nnect.org.

The idea with CO2nnect is to support learning activities that help provide pupils with abilities, skills, attitudes and awareness as well as knowledge and understanding of issues related to sustainable development. Teachers can use the website as a support for organizing teaching activities or school projects, adjusted to the age of the pupils and local setting. The aim is that schools, researchers, local decision makers and other actors in the local community will collaborate on the theme of CO2 emissions from local transportation.

The website contains a CO2–from-transport calculator, a shared database for the results, possibilities to compare results in order to analyse and discuss different outcomes, pupil questionnaires, about 50 pages of help sheets for teachers and an evaluation module. The key pages of CO2nnect are translated into 17 languages.

The ability of the tool CO2nnect, to effectively promote ESD, appears to be dependent on the way in which it is understood and used by educators. CO2nnect is not intended to be a “ready teaching package;” it is a tool to inspire and help teachers with the work of constructing educational arenas and activities for, and together with, their pupils and other actors in society. This is a critical distinction and one which sets CO2nnect apart from many other ESD offerings.
The results from CO\(_2\)nect show that schools have used CO\(_2\)nect in several creative ways and that the activities have been adapted to a range of age groups and linked to the curricula of many subjects.

In this booklet we present five excellent projects that were selected from the 40 uploaded reports submitted by schools. The jury consisted of SUPPORT representatives and gave awards to schools in two categories: Upper Secondary Schools, and Primary and Lower Secondary Schools. The reports were evaluated according to the following preset criteria:

1. The school or class has participated fully in CO\(_2\)nect activities
2. The school or class has carried out a successful local project on climate emissions and transport in collaboration with local actors with a high degree of pupil initiative and activity.
3. The project demonstrates a high degree of pupil innovation to develop ideas or actions for sustainable transport and reduced climate emissions.
4. The project demonstrates a high degree of reflection by pupils about what they learned by doing the project.

The jury was impressed with the high standard of many of the reports, some of which had obviously been written by students. The results of the competition are as follows:

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**Primary and lower secondary schools**
- 1\(^{st}\) prize: Pärnu-Jaagupi Gümnaasium in Pärnu County, Estonia
- 2\(^{nd}\) prize: Colegiul National de Arte Constanta – Regina Maria, Constanta, Romania

**Upper secondary schools**
- 1\(^{st}\) prize: Lykeio Agiou Ioanni, Lemesos, Cyprus
- Joint 2\(^{nd}\) prize: Sekolah Menengah Kebangsaan Serdang, Kedah Darulaman, Malaysia – and - Sekolah Menengah Kebangsaan Perempuan St. George, Penang, Malaysia

**Highly commended projects**
- Ady Endre Elmëletei Liceum, Bucharest, Romania
- Základná škola, Dr. Janského č.2, Ziar nad Hronom, Slovakia
- Sekolah Menengah Kebangsaan Bukit Jambul, Gelugor, Malaysia
Below follows a presentation of the schools awarded 1st and 2nd place.

Primary and lower secondary school

First Prize: Pärnu-Jaagupi Gümnaasium in Pärnu County, Estonia

The jury of the International CO₂nnect Competition awarded first place in the Primary and Lower School Category to Pärnu-Jaagupi School in Estonia.

The jury was especially impressed with the high level of pupil engagement and the way in which the pupils set about analysing their data and then came to actions based on the information they had collected. The pupils were particularly concerned with the issue of why so many travelled to school by car and so few walked or came by bus. The pupils investigated this locally and then looked at their situation in the wider context using the CO₂nnect database in an imaginative way, making comparisons with other schools. The jury was further impressed by the kind of questions that the pupils asked about the problem which indicated a critical thinking approach to the issue of travel to school. These questions looked at economic and systems issues as well as ecological ones - such as «why are bus tickets so expensive?» The kinds of questions asked also demonstrated a good understanding of sustainable development issues and the relationship between systems and personal behaviour. Finally the jury also thought it was wonderful that the pupils then took their action list and presented it to the local authorities.
Second prize: Colegiul National de Arte Constanta - Regina Maria, Constanta, Romania

The jury of the International CO₂nnnect Competition would like to award second place in the Primary and Lower Secondary School Category to Colegiul National de Arte - Regina Maria, Constanta.

The jury was impressed by the extent and variety of the activities undertaken as part of their campaign and the engagement of the pupils themselves. It was especially interesting to read about the high level of media involvement and the way the pupils communicated with others through a variety of methods such as posters, badges, an expo and a You Tube broadcast. The high level of pupil innovation and enthusiasm came through in the report and was shown by activities ranging from designing a «taxi-bike» to meetings with partners outside the school. It was interesting to read about the pupils’ work outside school, for example by talking to taxi drivers and others about their CO₂emissions and how to drive in a way that minimized emissions. The jury also wishes to commend the cross-curricular approach used and the fact that they networked and cooperated with other schools, both in the nearby region and through eTwinning.
Upper secondary schools

First Prize: Lykeio Agiou Ioanni, Lemesos, Cyprus

The jury of the International CO$_2$nnect Competition would awarded first place in the Upper Secondary School Category to Lykeio Agiou Ioanni, Cyprus.

The jury was impressed with this project. It showed a rare degree of student initiative, with students developing a range of activities. The project demonstrated work with several community stakeholders and included making suggestions to the Mayor, visiting the Cypriot branch of the Green Dot-enterprise to learn about recycling, talking about the project on a local TV-channel and meeting with a local bus company to discuss ways to reduce CO$_2$ emissions. Much of the awareness-raising work was aimed at fellow students and a before-and-after questionnaire was used to assess the impact. Other activities included creating posters, flyers, videos, poems and essays, as well as recycling paper, planting trees, giving presentations and creating an «Environmentally Friendly Club» at school with bi-weekly meetings. The school used eTwinning to partner with other schools and also published as an eTwinning article. The project report was visually appealing, thorough and clear, giving evidence of genuine reflections on the subject, and was concluded with a set of recommendations. A blog was established with ideas and information about activities.
Joint second place: Sekolah Menengah Kebangsaan Perempuan St. George, Penang, Malaysia

The jury of the International CO₂nnect Competition awarded joint second place in the Upper Secondary School Category to St George’s School.

The jury would like to congratulate St George Girls School for the way their CO₂nnect project focused on activities developed based on local issues identified by the pupils themselves. All four of the projects show the involvement of pupils, parents and teachers as well as government agencies and other stakeholders with the approach to car pooling being especially imaginative and well done. The report clearly indicates a whole-school approach to the project suggesting that the activities led to the development of cooperation and tolerance between pupils, as well as caring for the environment. The review of the campaign by the pupils also shows an understanding of new approaches to education for sustainable development.

Some of us students at the tree planting spot in school
Joint second place: Sekolah Menengah Kebangsaan Serdang, Kedah Darulaman, Malaysia

The jury of the International CO$_2$nnect Competition awarded joint second place in the Upper Secondary School Category to SMK Serdang School.

The jury was impressed with the School's CO$_2$nnect activities, in particular their practical action in reducing CO$_2$ emissions. These included saving energy at home, reducing the distance travelled by pupils to school and getting a traffic light at the entrance of the school to improve traffic flow and safety. In each case the activities were supported by data the pupils had collected and the impact of their projects measured. The jury was also impressed by the fact that many of the ideas came from the pupils who appear to have led and managed many of the activities themselves. The report also showed evidence of community involvement and the fact that pupils reviewed their learning and obtained feedback from the wider community was also good to see.